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ABSTRACT

This concept paper provides a framework for the development of a nonsexist curricular unit in teacher education courses. The immediate goal is the elimination of the narrowness of the traditional male-dominated curriculum. To assure that learning regarding sexism and sex-role stereotyping is applied in the classroom, a teacher education curriculum must be built that is based upon practical problems which teachers encounter. The current lack of sex-fair teacher education courses and materials makes it likely that new teachers will enter school knowing materials and teaching procedures that perpetuate sex inequality in education. Suggestions are made in this paper for bringing about a major reformation in the teacher education curriculum. It is specifically recommended that sex-fair instructional materials should be created for incorporation into the following courses: foundations of education, psychology of education, methods courses, and field experiences. An annotated bibliography on sexism in education is included. (JD)

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FRAMEWORK FOR DEVELOPING NON-SEXIST TEACHER EDUCATION MATERIALS: A CONCEPT PAPER

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FRAMEWORK FOR DEVELOPING NON-SEXIST TEACHER EDUCATION MATERIALS: A CONCEPT PAPER

Research Dramatizes the Need for Action[1]

Examination of sexism's effects in the schools dramatizes the necessity for extensive revision of attitudes, content, materials, and methods by pre-and in-service education development personnel. The consequences of sexism are too important to be ignored.

There now exists extensive documentation on differential school achievement patterns of female and male students. Girls appear to begin school with an academic edge; and they generally speak, read, and count sooner than their male counterparts. According to the National Assessment of Educational Progress, at age nine males and females show fairly equal scholastic understanding in the areas of mathematics, science, social studies, and citizenship while girls display superior performance in the verbal skill areas of reading and the language arts. However, by age 13, females begin a decline in achievement which continues through age 17 and into adult life. By adulthood the female-male achievement disparity in math is a staggering 10 percentage points, and the gap is almost as wide in the various science-related fields. In contrast, difficulties in reading and language skills that males are most likely to exhibit in the early years do not persist as boys continue in school; by adulthood males and females appear to be performing equally in these areas.

Associated with differential achievement patterns are differential occupational goal and career selection. Academic difficulties in the areas of math and science as well as stereotyping of those fields as male domains have resulted in female students selecting themselves out of advanced courses in

these areas. In fact, math has been termed "the critical filter" which deprives girls of eventual access to a wide variety of potentially prestigious and lucrative careers in science, engineering, architecture, and medicine. Vocational education is also characterized by stereotypic channeling of female students. Over half of all women enrolled in vocational education are in homemaking courses, another 30 percent are in office occupations, and 14 percent more are in other traditionally female fields. Appallingly few girls are selecting those vocations that have traditionally been regarded as male and which currently offer them the best employment opportunities. One of the byproducts of occupational stereotyping and channeling is the economic reality that a female with a college degree is likely to earn less money than a man with an eighth-grade education.

Several studies indicate that female students also suffer a loss of self-esteem as they "progress" through school. Although girls achieve higher high school grades than do boys, they are less likely to believe they have the ability to do college work. Another study concludes that even for women who reach college, characteristics traditionally associated with femininity are viewed as less desirable than characteristics traditionally associated with masculinity.

There has been amassed substantial analysis of the forms in which sex bias may emerge in all areas of the school environment. Analysis of elementary and secondary texts show omission of females in both narration and illustrations. For example, the Women on Words and Images studied 134 elementary school readers from 16 different publishers and found that females are not equitably represented.

Weitzman and Rizzo identified those texts most widely used in the content fields of science, mathematics, reading, spelling, and social studies between 1967 to 1972. They focused their analysis on textbook illustrations and found that females comprised only 31 percent of textbook total. They also found that as grade level increased, representation of females decreased. Moreover, minority women suffered particular exclusion, for they were pictured only half as many times as minority males.

Another form of textbook stereotyping involved occupations assigned to females and males. In their analysis of elementary readers, the Women on Words and Images tabulated 147 different occupations for males and only 25 for females. DeCrow analyzed social studies series produced by 10 publishing houses and found no women working outside the home except as teachers and nurses. The Weitzman and Rizzo study of texts in six content areas disclosed that while men were shown in over 150 occupational roles, almost all women were portrayed as housewives.

Other studies indicate that sex bias characterizes not only texts but the behavior of teachers as well. Research indicates that male students are more likely to be the salient members of classrooms as they receive a disproportionate amount of the teacher's active attention. While they receive more than their share of punitive controlling messages, they also acquire more praise and positive reinforcement. Serbin found that teachers interact with male students no matter where they are situated in the classroom while interaction with female students is dependent on close proximity to the teacher. Teachers are likely to give males detailed instructions on how to accomplish an assigned task. In contrast, rather than showing females how, teachers are likely to do it for them instead. Teacher reinforcement for males focuses on academic accomplishment; for females it emphasizes attractive appearance and good behavior.

Research has also disclosed bias in counselor interactions and materials as well as in testing procedures. Further, school staffing typically offers students imbalance in role models; for example, although women comprise 83 percent of the elementary school teachers and 46 percent of the secondary school teachers, they are only 13 percent of the principals.

Inequitable access to and treatment in athletics and physical education have also been extensively documented. Moreover, a new topic of investigation concerns the nature of compensatory programs which appear to focus heavily on reading and verbal skills, areas of greater difficulty for males; in contrast, compensatory programs appear to direct far less attention to math and spatial visualization skills, areas of greater difficulty for females.

Far more thorough discussion on sexism in education as well as new materials to help teachers counteract this problem are available in a variety of sources. It has been our intention through this brief sampling of the research to indicate that issues related to sex equity deserve the attention and concern of teacher educators. These issues belong not on the periphery but within the core of preservice teacher education programs, and they deserve significant discussion in professional texts. If professional texts and programs allocate miniscule attention to these issues or ignore them completely, they may be abdicating, at least in part, their role in scholarly, responsible, and equitable teacher preparation.

A Rationale for a Non-Sexist Curriculum in Teacher Education[2]

What is the goal of nonsexist (sex-fair and/or sex affirmative) teacher education? The immediate goal is the elimination of the narrowness of the traditional male-dominated curriculum, a curriculum where "man" is literally male. Educators, policymakers, and social scientists have asked few questions regarding the experience of women, past and present, cross-culturally, and within sub-cultures. We must now learn for ourselves and teach our students to seek answers to important questions. For example, How did teaching become a "female occupation"? What were the accomplishments of 19th century feminists in education for women? What is the current role and status of women in the teaching profession? How does the socialization process affect school achievement, vocational aspiration, and self-concept? What social and legal issues are involved in sex-differentiated programs, procedures, and materials?

Many of the topics covered in sex-fair courses currently being taught in teacher education programs borrow heavily from the Women's Studies courses taught in liberal arts programs. There is a heavy emphasis on such topics as socialization, sex-role identity, the role and status of women in American society, the history of the Feminist Movement, and women in the media. Although these are important topics, we are just scratching the surface as we move to produce a body of knowledge relevant to education. If sex-fair curricula are to be accepted in teacher education, we need to integrate what has been made known from other disciplines and apply it to the teaching profession.

Moreover, we need to examine aspects of American society, schools, and personal identity which formerly have gone unnoticed or unquestioned. Such an examination will produce a body of new knowledge which will give new vitality and create sex-equity in teacher education programs. In the scholarly tradition teacher educators must investigate old beliefs, examine changes in traditional roles, and investigate new societal developments which affect women and education. Our first task, then, is to develop new knowledge.

The next challenge is application of that knowledge to what teachers do in classrooms. Making educational theory relevant to practice is not a new problem to teacher educators. A common criticism of teacher education programs is the lack of evidence that concepts taught in teacher education programs carry over into school practices. Teacher education institutions have a basic approach which may be a barrier to making knowledge relevant to practice. Teacher education programs may really be only a series of unrelated courses. Helping teachers-to-be to adapt knowledge and put it to work in the schools has been an inadequately attained goal.

To assure that learning regarding sexism and sex-role stereotyping is applied in our classrooms, we need to build a curriculum that is based upon practical problems which teachers encounter. Without workable knowledge of how theory relates to practice, teachers may emulate and perpetuate established and unexamined teaching practices.

Another question is what constitutes the appropriate teacher education program -- education or training? On the one hand, we want to educate our students to examine assumptions about education and to think reflectively about educational policies and practices. On the other hand, some teaching can be reduced to a series of performance functions, and students can be <u>trained</u> to master specific

professional skills. Although the teaching of all subjects is improved when it is related to student concerns and when theory and practice are unified, a teacher preparation program characterized by sex equity is ideally suited to breaking that artificial separation between theory and practice, learning and doing. In a sense, this means a new teacher education program. Needed is professional training that balances commitment to performance-based skills with a sense of dedication to social change. Sex-fair courses can help prepare teachers to challenge the status quo and to examine cultural assumptions as well as help them to perform all of the skills essential to teaching.

The immediate problem facing teacher educators today is one facing education as a whole -- overcoming the gaps that exist between thought and action, learning and doing, subjective and objective, rational and emotional. A non-sexist curriculum involves the whole person. In Western society we sharply delineate and isolate different modes of being and knowing (e.g., intellectual, emotional, and physical) and usually focus on one at a time. It seems an overwhelming task to integrate them. With practice, however, a total approach seems less strange and difficult. Those who take part in this kind of curriculum integration report that courses are both intellectually challenging and personally satisfying.

Educators should view the effort of moving toward non-sexist curriculum and environment in teacher education programs as part of a general attempt to reform teacher education. Infusion of our organized body of knowledge concerning sex equity would help not only to reform teacher education, but also to restore an important purpose to education -- to provide the understanding and behaviors that can liberate individuals from the bonds of unexamined and outmoded cultural institutions. To provide leadership in eliminating sexism

and sex role stereotyping, teacher education institutions have a responsibility to generate new knowledge and to assure that it has an impact on what their students are doing in classrooms. Importantly and concurrently teacher educators should help inservice teachers and administrators -- and citizens too -- become change strategists and agents.

If there is to be a substantial improvement in the quality of educational services, greater attention must be given to issues of sex equity in teacher training institutions. That could create a force for facilitating personal growth and helping individuals to achieve a sense of well being, regardless of sex.

General Assumptions and Orientation[3]

Efforts to stimulate change within teacher education programs face major hurdles due to the sheer size of the endeavor. Despite the overall decline in demand for new teachers, preservice teacher education is still an enormous enterprise. During any given year more than 1400 institutions continue to prepare teachers, and over 40,000 faculty members work daily with more than half a million students at various levels of teacher preparation. It is not possible to know how many of these persons will actually teach, but in a recent survey most candidates indicated that they intend to teach or otherwise become active in public education. Enough will enter teaching to have a substantial potential impact on the schools in American society.

The large-scale endeavor that is teacher education pays only minimal attention to sex equity concerns. A 1974 survey of most schools of education (1200 of the 1400) indicated that relatively few institutions were engaged in a comprehensive study of sex bias. Only 18 percent were giving important attention to sex bias and the issues of sex equity. The majority of institutions indicated

that their faculty did not even have the opportunity to study the issues or to develop procedures for helping the young teacher approach them. A recent content analysis study indicated that the most widely used teacher education textbooks largely ignore sex equity issues. Often these texts appear more likely to continue sex-role stereotyping rather than reduce or eliminate it. Sexist language is present in the majority of these materials. Very few methods books even mention the issue of sexism, and not one of the methods texts analyzed described non-sexist teaching strategies.

The lack of sex-fair teacher education courses and materials makes it likely that new teachers will enter schools knowing materials and teaching procedures that perpetuate sex inequality in education. Consequently, it is urgent to solve the problems of both the pre- and inservice levels: to develop materials, to design procedures, and to organize a total non-sexist program. Non-sexist teacher education is an essential step in creating non-sexist elementary and secondary classrooms and schools.

Sex-equity concerns should be moved from a peripheral position in teacher education into the mainstream. Working within the existing teacher training curricula is sensible. Curricular materials should be designed for easy integration into important places in existing programs. Foundations and introduction to education courses are presently contained in over 90 percent of all teacher training curriculum. Educational psychology, human development, or equivalent psychology courses are also included in most teacher training curricula. All teacher training curricula include methods courses. Some methods sequences are brief, particularly at the secondary level, while others are more extensive, for example, in the preparation of special education and elementary teachers. In many programs, field experiences are associated with the

methods courses; further, all programs include student teaching field experiences. Consequently, sex-fair instructional materials should be created for incorporation into the following courses: foundations of education; psychology of education; methods courses; and field experiences, particularly student teaching.

The Messages of Research for Sex Equity Advocates

Over the last 20 years a number of major teacher training methods have been researched and developed and are in general use today. These methods represent the current best thinking about preservice and inservice techniques. They are both self-instructional and assisted by others. This research undergirds ways to improve teaching and establishes a foundation for the development of non-sexist teacher education. Consequently, advocates of non-sexist education personnel don't have to start at "base zero." They can build on the considerable research bases of sex equity and of teacher education. The result can be the expedient creation of a sound program, with a relevant, vital content and processes. Following is a discussion of principles integral to the development of a sound non-sexist teacher education program that has potential for widespread dissemination.

A. Research on "Tuning" Our Present Styles and Mastering New Strategies

Improving teaching can be focused on "tuning" present skills -- learning to do better what we presently do or on learning new ways of teaching. When tuning our skills, we try to become more affirmative, involve students more, manage logistics more efficiently, ask more penetrating questions, induce students to be more productive, increase the clarity and vividness of our lectures and illustrations, and understand better the subject matter we teach. In short, we work on our craft. Training oriented toward fine tuning consolidates our competence and is likely to increase our effectiveness.

A different goal is to master new teaching strategies or models and/or learn to put alternative curricula in place. To master a new approach we need to explore and understand its rationale, develop the ability to carry out new teaching strategies, and master fresh content.

Generally speaking, it is easier to "fine tune" our existing approaches than it is to master and implement new ones. The magnitude of change is both greater and more complex when we change our repertoire than when we refine an already-mastered teaching strategy. We have to learn to think differently, to behave differently, and to help children adapt to and become comfortable with the new approaches. A review of the training literature indicates that the mastery of new approaches requires more complex combinations of training elements than does the fine tuning of our present styles. Consequently, it is recommended that the Non-Sexist Teacher Education Project (NSTEP) emphasize revision of presently used teacher education approaches, courses, and materials. It appears that modification and development of supplementary materials will lead to greater integration within existing programs than will the development of radically different approaches and materials.

B. Research on Levels of Learning in Training

Whether we teach ourselves (serving as our own instructor) or whether we have the assistance of a training agent, the degree to which our teaching behavior impacts on the education of children is dependent on levels of learning in teacher training. The first level is awareness. The second is concepts or the acquisition of organized knowledge. The third is the learning of principles and skills. The fourth is the ability to apply those principles and skills in problem-solving activity.

1. The Awareness Level: At this level learners become conscious of the importance of the learning which they are undertaking and begin to focus on it.

If we use the example of a non-sexist curriculum, future teachers become aware of the nature of sexism and its impact, and they build a philosophy that will lead to incorporation of sex equity concerns into the mainstream of American schooling.

2. Concepts and Organized Knowledge: Awareness permits study and the beginnings of understandings. Concepts provide intellectual control over relevant content. Knowledge of how sex biases affect responsiveness to teaching and understanding of the kinds of conditions that enable females and males to flourish in the total school environment are examples of organized knowledge related to non-sexist curriculum.

3. Principles and Skills: Principles and skills are intellectual tools for action. We learn how to serve both males and females, identify usable teaching strategies, and develop the skills for carrying out those strategies. At this level there is the potential for action -- we are aware of the learning area, can think effectively about it, and possess the skills to act.

4. Application and Problem Solving: At the fourth level we transfer awareness, concepts, principles, and skills to the school itself. For example, at this level teachers begin to use the teaching strategies for implementing a non-sexist curriculum, and they work toward putting this curriculum into practice.

Only at the fourth level can we expect an impact on children's education. Awareness alone is insufficient. Organized knowledge that is not backed up by the acquisition of principles and skills and by the ability to use them in the school situation is likely to have little effect. To effect changes in pupil learning, it is necessary that pre- and inservice teaching activities reach the fourth level.

Lessons from Prior Attempts at Educational Innovation and Reform

The history of past educational innovations provides clues on how to stimulate the dissemination and use of a non-sexist teacher education curriculum. Since non-sexist curriculum building efforts are minimally funded, it is important to benefit from others' experience. Innovation is difficult. The American school has expanded greatly since its inception as a common educational institution about 150 years ago. It has been highly resistant to change although common schooling was, in itself, an innovation. Resistance to creating a non-sexist curriculum, whenever it exists, is part of a broad historical pattern.

The classic innovations in Western society have resulted from (a) a desire for social reform, (b) a desire for affluence (from the few or the many), or (c) a response to technological change. The common school itself was rooted in all of these. The expansion of the common school and the creation of institutions offering inexpensive higher education were designed to provide opportunities for all people to attain their potentialities more completely and to fuel social reform. The people believed that schooling would increase economic participation and respond to the need for affluence. It would provide educated workers for the developing industries and commercial enterprises of the times and support technological change. Although the common school constituted a major innovation, it was tied quite closely to prevailing social conditions and the dominant societal norms. It fit tightly within the social structure. The chief educational innovations since the establishment of the common school have been designed to flesh out and complete the mission of the common school. Essentially the most successful innovations have been ones of expansion -- including more people receiving more educational opportunity.

Attempts to change the content of the school ("what" it teaches), its procedures ("how" it teaches), or its structure (the way it is organized) traditionally have been much less successful than efforts to increase its clientele and to expand its offerings which increased the numbers of persons credentialed for vocational advancement. Over the last 25 years a series of well-financed and highly-publicized attempts to reform educational content, process, and organization have met with only limited success.

For example, innovation and reform in math and science curriculum were extremely difficult to implement. Although the United States as a society had been shaken by the knowledge that it was not technologically supreme -- a fact symbolized by the Soviet launching of Sputnik -- resistance to educational change was considerable. Teachers were not prepared for either innovative substance or process. School organization was not compatible with them. Many teacher educators also resisted. Parents were exceedingly skeptical about whether the changes would benefit their children. At the present time those innovations in science and mathematics are frequently spoken about in the popular press as if they undermined the main purposes of the school -- commonly defined as "basic" facts and skills. The public tends to regard those innovations as unsuccessful.

Positive lessons for non-sexist curriculum development can be learned from the history of educational change. Major projects of recent years help to develop useful change strategies. The primary lessons are:

1. Carefully developed products can influence existing curriculum, provided that they are supported by a dissemination network for technical assistance and a sense of community and commitment.

2. A strong supportive environment increases implementation of new curriculum, especially if there is understanding of its rationale and the conditions necessary for effective use.

3. Training of personnel and substantial follow-up "on site" are essential.

4. The relative standardization of teacher education makes it easy to design model units for existing courses in most higher education institutions. Within-structure innovations have been more successful than those requiring structural changes.

The Teacher Corps Experience: A Case Study in Innovation

The very early years of Teacher Corps illustrate the problems of major curriculum change. Higher education institutions were unaccustomed to channeling resources into the preparation of teachers for the economically poor. School districts and colleges, although they had maintained collaborative arrangements for years, often were unprepared to become full partners. Many excellent teachers who became team leaders had considerable problems adjusting to their task. Mechanisms for resolving conflicts among project personnel were ill developed. Directors and program specialists were new to their tasks. Interns were impatient with the slowness of change. At times projects were nearly overwhelmed by their problems.

This picture has changed considerably because of two powerful developments, the second contingent on the first. These are:

- The establishment of a nationwide community of projects and agencies which serve them.
- The development of a considerable pool of experienced leaders of collaborative, vigorous teacher training programs for the concerned populations.

Without the establishment of the community it is doubtful that the development of the talent would have occurred.

The Teacher Corps nationwide community provides a natural setting for the development of leadership talent. Direct training is provided to project personnel. Consultants are available to work with them. Because of the extensiveness of the community, Teacher Corps can reasonably expect project leadership to be knowledgeable in management, evaluation, operations, community organization, and many other types of competence. Because the Teacher Corps community is culturally diverse and committed to educational pluralism, the developed leadership learns not only to work within the establishment-oriented organizations but also within the broad range of racial and ethnic groups that are included within the Teacher Corps community. Appendix A presents a summary of other educational innovations that contain lessons for current non-sexist curriculum development.

The long experience of Teacher Corps and other innovative programs contains a major lesson -- the importance of establishing a strong sense of community among projects and linking them in ways which permit demonstration, dissemination, communication, and technical assistance to flow easily.

The task of future innovators is to capitalize on the positive and negative lessons of our predecessors, trying as best they can to avoid the worst of the mistakes of the past efforts while capitalizing on their achievements.

Implications for Project Development

The major purpose of this concept paper is to provide a framework for the development of non-sexist curricular units targeted for use in teacher education courses. The units should be designed to attract and maintain student interest while providing information and skills pertinent to achieving sex equity.

The project's effort to create non-sexist teacher education curricula may be described as one of innovation. Although reform of educational content, process, and organization has met with extremely limited success in the last 25 years, positive lessons from the history of education change can provide the basis for developing change strategies. By capitalizing on the lessons learned from Teacher Corps as well as other innovative programs, we are likely to generate non-sexist teacher education programs which can have major impact on curriculum and instruction in our nation's public schools.

Following are recommendations for the Non-Sexist Teacher Education Project:

1) The development of supplementary curricular units that can be easily integrated into core teacher education programs: foundations, psychology of education, methods courses in the various content areas, and student teaching.

2) Primary focus on the attainment of cognitive and affective goals. Given limitations of time and funding, it is unlikely that intense concentration on specific teaching skills will be possible.

3) Utilization of well-established principles of curriculum development including objectives and methods of evaluation. Materials should be at a high interest level to attract both teacher educators and teacher candidates. There should be formative and summative evaluation.

4) The creation of a <u>community</u> network of teacher educators skilled in implementing the non-sexist teacher education units.

5) The provision of training for instructors who will teach the materials as well as on-site follow-up when the materials are implemented.

Teacher education, as the primary resource for training education personnel, must assume leadership in the delivery of non-sexist content and skills in preservice and in-service programs. Such non-sexist activities can serve not only to achieve the goals of sex equity in the society at large, but also can provide a method for reform of teacher education.

APPENDIX A

Learning From the Past: Experiences of Prior Innovations*

This section is an attempt to distil from the experience of prior innovations those lessons that can be applied by innovative programs in the present. Following are sketches of several past innovations, and the lessons learned from each are presented in summary form. Then, the basic messages from the entire group are condensed in a brief statement.

Rand - Study of Educational Change

Rand studied four programs: Title III; Right-to-Read; Vocational Education, Part D; and Title VII (Bilingual Education). It was found that successful implementation and continuation of effects were related to institutional commitment, the inclusion of staff training (including onsite support), institutional leadership, and a sense of teacher efficacy.

The project report concluded with a series of assumptions for future work. Perhaps the most important was that staff development should be seen in the context of the schools as organizations. Within the most successful projects the project was not a "...project at all but an integral part of an ongoing problem-solving and improvement process within the school..." In this sense good staff development never ends; it is an embedded characteristic of the school site.

*Adapted from materials prepared by Bruce Joyce

The Urban/Rural School Development Program

This program demonstrated the utility of school-community councils and suggested that parity could be achieved between school personnel and community members, and that increased community participation and collaborative governance appeared to produce more vigorous inservice education than in most school districts. It drew teachers, community members, and higher education personnel toward each other. Further, it increased the amount of "hands-on," ongoing, job-embedded inservice education.

The Urban/Rural Program appears to have been successful in reducing alienation between teachers and community members and increasing their feelings of efficacy. It also developed leadership opportunity and competence for many persons who had been virtually unenfranchised prior to the existence of the councils.

All in all, Urban/Rural appears to have demonstrated that collaborative governance involving community members and teachers is worthwhile. The cost of process in the urban sites was greater than in the rural settings. Urban sites tended to be coopted more often in the early stages by the existing system; but over time, some of the most effective organizations developed in urban settings.

Career Opportunities Program (COP)

School districts offered training to paraprofessionals toward careers in education largely through subcontracts with higher education institutions.

The important finding from COP is essentially that such a program is feasible. That is, it is possible to find persons who are interested in working through a paraprofessional role into careers in education. Community members, teachers, and members of higher education institutions can be effective

partners in such programs. Essentially those who want to develop such programs and are willing to build a collaborative base from which new programs can grow do succeed.

The New Careers Program

The purpose of this effort was similar to that of the Career Opportunities Program. Its focus was to upgrade paraprofessionals into new professions in order to provide economically poor persons with the opportunity to develop career orientations in education.

An important finding was that many poor people could very quickly be trained to provide useful service in education. These new arrivals did not constitute a radical force but very quickly became concerned with traditional worker issues such as salary and benefits. This is not surprising but deserves recognition as the school reaches out to its community.

The Minicourse Research and Development Effort

The development of minicourses and several other systems which teachers can use to learn teaching skills and strategies has resulted in the availability of a wide variety of tested competency-oriented training materials. Most of these are listed in catalogs which make them accessible to the local consumer.

Minicourses are exemplary of carefully researched materials which, when adapted for local use, can provide inservice projects with considerable strength. Although the materials have been proven to be effective when used properly, appropriate use requires creating a number of important conditions. Critical elements to success are released-time facilitators who can help provide practice and feedback as the new skills are acquired and a supportive environment in which people can experiment comfortably.

The results of attendant research and development efforts indicate that teachers have the ability to teach themselves a wide variety of skills and strategies, provided that training conditions are developed carefully and training materials are submitted to a vigorous developmental process.

Research on Direct Training Methods

There have been a vast variety of investigations into ways that teachers can study their teaching styles, increase their repertoire of teaching skills and strategies, and learn to implement alternative curriculum approaches. The result of these studies is a considerable body of knowledge about how teachers learn.

Many training methods have been relatively successful in the sense that they enable nearly all teachers to increase their repertoire and modify their styles, provided that well-established principles of training (including self-training) are followed. Teachers can adapt to a wide variety of curriculum approaches and implement them successfully if they are thoroughly involved in a change effort and have direct training and a facilitative environment.

Although teachers acquire new teaching skills and strategies quite readily, most do not generally use many of them unless two conditions prevail: (a) the context in which they are introduced is amenable to their use and (b) considerable "hands-on" follow-up to training is provided in classrooms by persons credible to those teachers. Thus, follow-up, either by "trainers" or peers, appears essential if new skills are to be consolidated and made an active part of the teaching repertoire.

Peace Corps Training Program

The experience with the more than 60,000 Peace Corps volunteers has demonstrated the considerable capability of persons to adapt to unusual and difficult situations and to find ways to make their talents useful in cultures which are initially quite unfamiliar to them. The esprit de corps of the Peace Corps and the dedication of its volunteers have probably been more powerful factors than the relatively short training periods.

Peace Corps has been a living demonstration that there are large quantities of talented, adaptable people whose energies can be focused under proper conditions in important areas of teaching and technical assistance.

Studies to Improve Teacher Education

A recent series of investigations has provided considerable information about the status of preservice and inservice teacher education and the perspectives of teachers, community members, higher education personnel, and others about solutions to the persistent education problems.

These investigations have documented the massiveness of the enterprises of preservice and inservice education, the relative difficulty of disseminating innovations, and the fact that there is very clearly not in existence a pervasive, smooth-flowing system of inservice education. The innovations in the field, especially those that have received considerable research and development effort, appear to address many of the criticisms which teachers and nearly all other personnel have about the nature of present delivery to preservice and inservice students. That is, these innovations have addressed themselves to increased participatory governance by all personnel involved (including community members), to more powerful onsite training methods, and to the development of blends of practitioners and full-time training personnel in the delivery of

services. Nonetheless, innovations in these areas which appear to address so clearly the problems of the field are very slow to spread. Increased collaborative governance by itself appears to assist in the development of solutions to certain kinds of persistent problems (for example, the development of released-time options to enable teachers to receive training more effectively and the movement of inservice activities closer to the sites in which teaching takes place). Collaborative governance does not ensure that training methods and substance will change. Retraining of trainers to use well-researched training methods and greatly increased in-classroom coaching are essential as well.

The Children's Television Workshop

For 10 years the Children's Television Workshop has developed television programs designed to help children learn to read both at home and in school.

From the beginning, the program has been accompanied by extensive formative and summative evaluation. The evaluations quite clearly indicate that Sesame Street has reached a huge population -- over six million children watch it regularly -- and that the amount of viewing is directly correlated with reading achievement. In other words the evaluations of Sesame Street have definitely verified that children can learn academic material from television. Children from both middle and low income families benefitted from it, but it has helped close the gap between economically advantaged and disadvantaged children. Especially, several small samples of low-income Spanish-speaking children showed very large gains as a result of watching it.

The evaluation also indicated the usefulness of school and home collaboration. Children encouraged to view at home tended to watch the program more and benefitted from the additional viewing. Facilitative roles by both parents and teachers helped achievement. Parents and teachers were most effective in concert.

Sesame Street demonstrates that a well-engineered mass media effort in education can reach a great many people. If it is combined with in-school and at-home encouragement and tutoring, the broadcast media can have a substantial impact on the learning of children.

Implications for Non-Sexist Teacher Education Program (NSTEP)

It is apparent that innovation in sex-equity faces the same problems as innovations in every other area. To have successful movement toward non-sexist practices, it appears that NSTEP will have to develop carefully designed materials which are well-defined in scope and which are not over-ambitious. It is likely that training and on-site follow-up will be necessary. Further, it is probable that the most effective implementation will occur where conditions like those described in the earlier studies already exist. NSTEP is not funded to the level that permits it to engage in broad-scale school reform, so it will be most likely to have its greatest successes where institutional commitment, on-site leadership, and mechanisms for involving participants at all levels are already in place.

ENDNOTES

[1]Myra Sadker, "Research Dramatizes the Need for Action," Non-Sexist Teacher Education Project, The American University, Washington, D.C., 1980.

[2]Adapted from Suzanne Howard, Liberating Our Children, Ourselves: A Handbook of Women's Studies Course Materials for Teacher Educators, Washington, D.C.: American Association of University Women, 1975. Used with permission of the author.

[3]The following sections of this Concept Paper are adapted from materials prepared by Bruce Joyce for the Non-Sexist Teacher Education Project, The American University, Washington, D.C., 1980.

Appendix B
Annotated Bibliography

Alfrey, Jean
Equal rights for women in education: A resource handbook for policy makers. Denver, Colo.: Education Commission of the States (300 Lincoln Tower, 1860 Lincoln Street), January, 1976.

This handbook gives an overview of nine selected areas of education. Resource organizations and recent state actions in these areas are included.

Arnold, Lois
Double standard in American science education: an historical perspective. Journal of College Science Teaching. 1978 (May), 7, 292-296.

This article examines why women have not kept pace with men in science; it also contains information on the education of women from colonial times to the 20th century.

Arnold, Lois
Sexism in the chemistry curriculum. Curriculum Review, 1977, 16, 180-183.

Sex-role steretoyping and lack of female models work together to perpetuate feelings of inadequacy on the part of women in chemistry classes.

Bank, Barbara J.; Biddle, Bruce, J.; and Good, Thomas L. Sex roles, classroom instruction, and reading achievement. Journal of Educational Psychology, 1980, 72 (2), 119-132.

This article proposes six hypotheses to explain sex differences in reading achievement and concludes that discrimination, feminization of reading, sex relevant teaching styles, and differential response may--in some complex interaction--account for sex differences in reading achievement.

Barnett, Rosalind; & Baruch, Grace
The competent woman. New York: Irvington Publishers, 1978.

An analysis of the social and psychological obstacles women have to overcome in order to achieve competence.

Bereaud, Susan; Stacy, Judith; & Daniels, Joan (Eds.)
And Jill came tumbling after: Sexism in American education. New York: Dell, 1974.

This is a general anthology of contemporary essays on sexism in American education, including sex-role socialization and sex-role stereotyping. It contains an annotated bibliography of further readings and a resource list for action and information.

Brophy, J; and Good, T.
Teacher-student relationships: causes and consequences. New York: Holt, Reinhart, and Winston, 1974.

This book reviews several studies dealing with sex differences in student-teacher interactions.

Butler, M.
Education: the critical filter. Women's Educational Equity Communications Network, U.S.D.H.E.W., 1979.

An analysis of the various barriers that deter females from full access to and participation in the educational process.

Dwyer, Carol Anne
Test content in mathematics and science: The consideration of sex. Paper presented at the 60th annual meeting of the American Educational Research Association, San Francisco, April, 1976 (ERIC document number: ED 129 886).

This paper discusses the impact and implications sex-role stereotyping and male/female representations in text content have for tests in math and science.

Fennema, B.
Teachers and sex bias in mathematics. Mathematics Teacher, 1980, 73, 1969-73.

This article reviews research studies concerning potential causes for sex differences in achievement in mathematics.

Fennema, Elizabeth (Ed.)
Mathematics learning: What research says about sex differences. Mathematics Education Reports. Available from: Information Reference Center (ERIC/IRC), the Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212.

Four papers on sex differences and mathematics education are presented in this volume. Contributors include Fox, Aiken, Armstrong, and Fennema.

Fennema, Elizabeth, & Sherman, Julia
Sex-related differences in mathematics learning: Myths, realities, and related factors. Paper presented at the annual meeting of the American Association for the Advancement of Science, Boston, February, 1976. (ERIC document number: ED 129 633)

This paper discusses research concerned with sex differences related to mathematical achievement.

Frazier, Nancy; & Sadker, Myra
Sexism in school and society. New York: Harper and Row, 1973.

This book is addressed specifically to teachers and provides an overview of the basic issues related to sexism in education. It includes an annotated bibliography and a questionnaire on sex bias in education.

Gersoni-Stavn, Diane
Sexism and youth. New York: R. R. Bowker Co., 1974.

An anthology of addresses, essays, reports, and resource lists concerning sexism in socialization, schools, toys, and children's literature. Both male and female sex stereotyping is considered.

Gornick, Vivian; & Moran, Barbara K.
Women in sexist society: Studies in power and powerlessness. New York: Basic Books, 1971.

An anthology of writings and research by women scholars with articles on the myths surrounding women, women at work, and the relation of feminism to education, homosexuality, race, and radicalism.

Grambs, Jean D., & Waetjan, Walter B.
Sex: Does it make a difference? Sex roles in the modern world. North Scituate, Mass.: Duxbury Press, 1975.

Integrates and synthesizes research studies concerning sex role behavior. Topics range from the impact of sex-typing on infants to patterns of bias in schooling, college, and employment.

Greenberg, Selma
Right from the start. A guide to non-sexist child rearing. Boston: Houghton-Mifflin, 1978.

Traditional views of child rearing based on sex-role stereotyping are discussed and refuted in this book. Chapters on redefinition of motherhood and fatherhood, and the restructuring of the family are included.

Harvard Educational Review
Women and education, part I and part II. Harvard Educational Review, 1979, 1980, 49 and 50 (1 and 2).

These two volumes concentrate on various topics concerned with women and education.

Kaminski, Donna M., et al.
Why females don't like mathematics: The effect of parental expectations. Paper presented at the annual meeting of the American Sociological Association, New York, August, 1976. (ERIC document number: ED 134 530)

This report presents evidence from a longitudinal study that early socialization in the family results in differential mathematical career outcomes for males and females.

Kazalunas, J.R.
Sexism in education. Clearing House, 1978, 51, 388-391.

This article provides a general background on the issue and impact of sexism in education.

Leinhardt, G.; Seewald, A.; and Engel, M.
Learning what's taught: sex differences in instruction. Journal of Educational Psychology, 1979, 71, 432-439.

This research study indicates that girls receive more attention in reading classes and boys receive more attention in math classes.

Lockheed, M.; Finkelstein, K.; and Harris, H.
Curriculum and research for equity: A training manual for promoting sex equity in the classroom. Princeton, New Jersey: Educational Testing Service, 1978.

A training manual composed of a series of in-service teacher training modules to promote educational equity for girls and boys in elementary school classrooms.

Maccia, Elizabeth S.
Prejudice against women and bias in educational research. Paper presented at the 56th annual meeting of the American Educational Research Association, Chicago, 1972.

This paper presents an anlaysis of how prejudice against women produces bias in educational research.

Maccia, Elizabeth Steiner
Women and education. Springfield, Ill.: Charles C. Thomas, 1975.

An analysis of the sexist context in which teachers and students interact and the effect of sexism on female students and teachers.

Mathews, Walter M.
The development of sexism in American education. Paper presented at the 56th annual meeting of the American Educational Research Association, Chicago, April, 1972. ERIC document number ED 131 350.

Describes the history of women in education in America.

Project on Equal Education Rights
Stalled at the start. Washington, D.C.: NOW Legal Defense and Education Fund, Inc., 1977.

A disturbing analysis of HEW's failure to adequately enforce implementation of Title IX.

Reed, Linda & O'Donnel, Holly
Not for women only: ERIC/RCS Report. Language Arts, 1978, 55 (2), 223-229.

This report discusses sex role stereotyping and its effect upon children. It describes eleven ERIC documents which deal with this topic.

Ruth, Sheila; and Richards, Rosanda
Intellect vs. femininity, or men seldom make passes at girls who wear glasses. Gifted Child Quarterly, 1974, 18 (3) 182-187.

This article discusses how females learn to hide (deny) intellectual abilities at about junior high school age as a result of culturally imposed restrictions.

Sadker, Myra P.; Sadker, David M.; and Hicks, T.
Teacher training texts: sexist, too. Interracial Books for Children Bulletin, 1979, 10 (7), 4-9.

This study presents an analysis of teacher training materials which reveals that the issue of sexism is rarely discussed in the texts--and, in fact, the texts themselves are often sexist.

c.f. also Sadker, M.P.; Sadker, D.M.; and Garies, Ruth S.
Sex bias in reading and language arts teacher education texts. The Reading Teacher, 1980, 33 (Feb.), 530-537.

and Sadker, M.P.; Sadker, D.M.; and Hicks, T.
The one percent solution; sexism in teacher education texts. Phi Delta Kappan, 1980, 61 (April), 550-553.

Serbin, L.; O'Leary, D.; Kent, R.; and Torrick, I.
A comparison of teacher response to the preacademic and problem behavior of boys and girls. Child Development, 1973, 44, 796-804.

This research study at the preschool level indicates that boys received more teaching attention than girls, including reprimands, praise, extended conversations, and directions.

Sherman, Julia A.
Girls' attitudes toward mathematics: Implications for counseling. Paper presented at the 84th annual convention of the American Psychological Association, Washington, D.C., 1976. ERIC document number ED 134 920.

Two thousand 6th to 12th grade boys and girls were administered tests of mathematics aptitude and tests to measure strength of sex-role stereotyping. Results at all levels showed no sex-related differences in math aptitude but subjects of both sexes saw math as a male domain.

Sherman, Julia & Fennema, Elizabeth
The study of mathematics by high school girls and boys: Related variables. American Educational Research Journal, 1977, 14 (2), 159-168.

This study focuses upon current math students' intent to enroll in further mathematics courses. Significantly more males than females planned to take more math courses. This was especially true among those students in the lower half of the achievement distribution.

Simmons, Barbara
Sex role expectation of classroom teachers. Education, 1980 (Spring), 100, 249-253.

Teachers who were subjects in this study reported variations in their sex role expectations for male and female students, attributing cultural reasons for differences in expectations for boys and biological factors in expectations for girls.

Simpson, Christina J.
Educational materials and children's sex role concepts. Language Arts, 1978, 55 (2), 161-167.

This is a review of research on the development of sex role concepts in children and the effects of educational materials on children's sex-stereotyped thinking.

The Southeastern Public Education Program of the American Friends Service Committee. Almost as fairly. The first year of Title IX implementation in six southern states. Atlanta: Southeastern Public Education Program, 1977.

This report is a formal complaint to the Office of Civil Rights, HEW, about Title IX violations for each school district monitored in this report. It includes policy recommendations and statements of findings in areas of initial compliance, access to course offerings, athletics, treatment of students, employment opportunity, pregnancy, marital status, and fringe benefits, single sex schools, and community advocacy.

Sprung, Barbara
Perspectives on nonsexist early childhood education. New York: Teachers College Press, 1978.

This book deals with sexism and its effects in early childhood education. It includes suggestions for ways in which teacher and parents can combat sexism in the classroom.

Stock, Phyllis
Better than rubies. New York: G. P. Putnam's Sons, 1978.

This is a history of female education in the Western world from the Renaissance to the present.

Trenholm, S.; and Mancillas, W.R.T.
Student perceptions of sexism. Quarterly Journal of Speech, 1978 (October), 64, 267-283.

This study found that students are aware of sexism and sensitive to sexism directed against women. The study also describes tasks which might be used to introduce a non-sexist unit into the classroom.

U.S. Department of Health, Education, and Welfare. The National Project on Women in Education. Taking sexism out of education. Washington: U.S. Government Printing Office, 1978.

This is a collection of articles from a series originally published in American Education, April - July, 1977. Topics included are legal aspects (Title IX) of sexism, sexism/sex bias in the schools and school curriculum, the role of the school counselor in helping to eliminate sex-bias, vocational equality, and changing male sex roles. Most of the articles contain suggestions and strategies for effecting change.

Wesley, Frank; & Wesley, Claire
Sex-role psychology. New York: Human Sciences Press, 1977.

This book discusses psychological aspects of sex-role development. Research data is presented which is relevant to the factors which help establish sex-roles. Conflicts in society which help maintain sex-stereotypes (educational policies, employment practices, sexual attitudes, etc.) are considered. This reference contains more than 300 reports of empirical studies.

The Portrayal of Women and Minorities
in Instructional Materials

Blanche, J.
Ignoring it won't make it go away. Journal of American Indian Education, 1972, 12 (Oct.), 2.

This analysis shows that misrepresentations of native Americans are still prevalent in children's books.

Britton, Gwyneth E. & Lumpkin, Margaret C.
For sale: subliminal bias in textbooks. ERIC document number: ED 140 279

Despite publications of guidelines by textbook publishers, this analysis shows that little change has been made in the coverage accorded females or ethnic minority group members.

Elyer, Mary Gloyne (compiler)
American Indian authors for young readers: A selected bibliography. New York: Association of American Indian Affairs, 1973.

After studying over 600 children's books, the Association on American Indian Affairs recommended only 63, rejecting most of the others because the content or illustrations were conspicuously offensive.

Carlsen, Julie Ann
A comparison of the treatment of the Negro in children's literature in the periods 1929 - 1938 and 1959 - 1968. Storrs: University of Connecticut, 1969. (unpublished doctoral dissertation, DA A30.3452-A)

This study revealed less stereotyping in the later period investigated but the literature still failed to adequately reflect the black experience.

De Crow, K.
Look, Jane, look! See Dick run and jump! Admire him! In S. Anderson, (Ed.) Sex differences and discrimination in education. Worthington, Ohio: Charles A. Jones, 1972.

An analysis of a series of social studies books produced by ten publishing houses revealed no woman working outside the home except as teachers or nurses.

Falkenhagen, Maria; Johnson, Carole; & Balasa, Michael A.
The treatment of Americans in recent children's literature. Integrated Education, 1973, 11 (July), 58 - 59.

The results of this analysis suggest the stereotyping of American Indians is still commonly found in children's literature today.

Garcia, Jesus
From bloody savages to heroic chiefs. American Indian Education, 1978, 17, (2), 15 - 19.

This is a report of a content analysis of 5 U.S. History texts for stereotypic phrases applied to American Indians. The conclusion was that the portrayal of Indians has not changed significantly between 1956 and 1976.

Graebner, Diane Bennett
A decade of sexism in readers. Reading Teacher; 1972, 26 (1), 52-28.

The stereotype of women in elementary texts has changed little in a decade which has been noted for change: early 1960's to early 1970's.

Grund-Slepack, Donna; & Berlowitz, Marvin J.
Sex role stereotyping in East German versus U.S. textbooks. Reading Teacher, 1977, 31 (3), 275-279.

There appears to be less sex stereotyping in East German reading texts compared to those of the U.S.

Kingston, A.J.; and Lovelace, T.L.
First grader's perceptions of stereotyped story characters. Reading Improvement, 1979, (Spring).

This study substantiates the belief that sex-role stereotypes develop in children even prior to school entrance.

Larrick, Nancy
The all white world of children's books. Saturday Review, 1969, 48, (September 11), 63-65, 85-85.

This study of children's books published between 1962 and 1964 showed that 93% of them did not include a single black character. Of those which did, most removed the character from contemporary society by placing him in the past or in another country.

MacLeod, Jennifer S.; & Silverman, Sandra T.
"You won't do!" What textbooks on U.S. government teach high school girls. with Sexism in textbooks: An annotated source list of 150+ studies and remedies. Pittsburgh: KNOW, Inc., 1973. Available from KNOW, Inc., P.O. Box 86031, Pittsburgh, Pa. 15221

This book reports the results of content analyses of eight popular texts used in high school government/civics classes. It includes recommendations for more equitable treatment of women in textbooks and also recommendations on tactics to use to counteract sexism until sex-fair texts are published. Includes annotated source list.

Moore, Robert B.
Sexism in textbooks. Social Studies, 1979, (May/June), 69, 112-116.

This article presents the argument that publisher's author's First Amendment rights are superceded by student's 14th Amendment rights since instructional materials are purchased with public funds and students are compelled to study from them.

Potter, B. A.
Sex of the protagonist in children's storybooks: effects on problem-solving performance. Journal of Instructional Psychology, 1977 (Fall), 4, 2-10.

This article suggests that sex-role stereotyping in children's storybooks may have a detremental effect upon boys as well as girls.

Stewig, John; & Higgs, Margaret
Girls grow up to be mommies: A study of sexism in children's literature. Library Journal, 1973, 98, (2), 236-244.

An analysis of 154 randomly selected picture books revealed that 83% show women only in homemaking roles.

U'Ren, Marjorie B.
The image of women in textbooks. In Vivian Gornick & Barbara Moran (Eds.), Women in sexist society--studies in power and powerlessness. New York: Basic Books, 1971.

This is an analysis of textbooks for the 2nd through the 6th grade for stereotypic images of women.

Weitzman, Lenore J.; Eifler, Deborah; Hokada, Elizabeth; & Ross, Catherine.
Sex role socialization in picture books for preschool children. American Journal of Sociology, 1972, 77, (6), 1125-1150.

An analysis of the picture books which were the Caldecott winners and runners-up between 1973 and 1971.

Weitzman, Lenore J.; Holtz, Sara; & Pillsbury, George
Sex-role steretoypes in grammar school textbooks. Institute of Governmental Affairs, University of California - Davis, Davis, CA: 1973.

This is an analysis of reading, math, and science texts used in Connecticut and California in the 2nd, 4th, and 6th grades for sex-role stereotyping.

Weston, Louise C.; & Stein, Sandra L.
A content analysis of publishers guidelines for the elimination of sex-role stereotyping. Educational Researcher, 1978, 7, (3), 13-14.

This study investigated the use of guidelines by publishers and the comprehensiveness of these guidelines.

Matthews, Martha & McCune, Shirley
Complying with Title IX: Implementing institutional self-evaluation. Washington, D.C.: Resource Center on Sex Roles in Education. National Foundation for the Improvement of Education (1201 16th Street, N.W., Washington, D.C. 20036), 1976.

This manual provides materials for local education agencies to assist them in implementating an institutional self-evaluation.

Matthews, Martha & McCune, Shirley
Title IX grievance procedures: An introductory manual. Washington, D.C.: Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education (1210 16th Street, N.W., Washington, D.C. 20036), 1976.

This manual is designed to assist education institutions and agencies to develop, evaluate, and implement Title IX grievance procedures.

McLure, Gail Thomas & McLure, John W.
Women's studies. Washington, D.C.: National Education Association, 1977.

This book offers assistance to educators in structuring women's studies programs in school systems.

Mitchell, Joyce Slayton
Other choices for becoming a woman. New York: Delacorte Press, 1976.

This is a handbook written to help young women in their choice of career and lifestyle in a feminist context.

Mitchell, Joyce Slayton
I can be anything. New York: Bantam, 1978

This is a directory of different occupations for young women. It describes each occupation, gives information on the educational requirements, salaries, future for women, etc.

Monteith, M.K.
Alternatives to burning sexist textbooks; ERIC/RCS report. Reading Teacher, 1977, 31, 346-350.

Addressed to the teacher who must cope with sexist materials. The first step is to become aware of sex role stereotyping. Once recognized, such stereotyping can be countered by a variety of activities. The author suggests several such activities and sources for further information.

Naiman, A.
What to do about sex bias in the curriculum. American Education, 1977, 13 (Apr.), 10-11.

Discusses several approaches to take in considering redressing sexism in schools. Presents recommendations for school boards and state boards of education, the governing bodies who have the ultimate responsibility for assuring bias-free curricula.

180 Plus: A framework of non-stereotyped human roles in elementary media center materials. Kalamazoo Public Schools, Michigan, 1976. Available from Instructional Media Department, Kalamazoo Public Schools, 1220 Harvard Street, Kalamazoo, Michigan 49008.

A bibliography of non-sexist, non-racist children's books and audio-visual materials selected for children of preschool age through grade three.

Pennsylvania Department of Education
Self-study guide to sexism in schools. Harrisburg, Pa.: Department of Education, 1974.

Suggestions are given in this guide for evaluating curriculum, instructional materials, libraries, staffing patterns, guidance and counseling, admission, extracurricular activities, and the general school environment to ensure that they are free of sex bias.

Perl, Teri
Math equals, biographies of women mathematicians + related activities. Reading, Mass.: Adddison-Wesley Publishing, 1978.

This book contains biographies and contributions of nine female mathematicians with suggested mathematical activities associated with the work of each.

Richards, Diane S.; and Brooks, Jo Ann
Secondary students' view on occupational sex stereotyping and sex equity resources for vocational educators. Available from: Vocational Education and Information Services, Indiana University, Bloomington, IN 47405.

This study identifies the degree to which high school students consider choosing non-sex-traditional occupations if they are made aware of stereotypic influences. Includes an annotated bibliography.

Rosenberg, Marie Barovic & Bergsorom, Len V.
Women and society: A critical review of the literature with a selected annotated bibliography. Beverly Hills, Calif.: Sage Publications, 1975.

A selected annotated bibliography of research on women's roles in society. Included are listings relevant to women in history, literature and the arts, economics, psychology, and political science, as well as general reference works of women.

Rossi, Alice S.
The feminist papers. New York: Bantam, 1974.

A collection of critical documents in feminist history spanning two centuries.

Sadker, David

Being a man -- A unit of instructional activities on male role stereotyping. Washington, D.C.: U.S. Department of Health, Education and Welfare, Office of Education, 1977.

This unit has been developed for teachers of junior and senior high school students. It provides background information on issues of sex-role stereotyping and also classroom strategies and lesson plans to help students become aware of the male role stereotype and to evaluate its effects.

Sadker, David & Sadker, Myra

Nonsexist teaching: Strategies and practical application. In Jean Dreaden Grambs, (Ed.) Teaching about women in the social studies: Concepts, methods, and materials. National Council for the Social Studies (1515 Wilson Boulevard, Suite 101, Arlington, VA. 22209), 1976, 102-117.

This chapter contains suggestions for activities to heighten awareness of sex-role stereotyping, values clarification, and action for change.

Sadker, Myra

A student guide to Title IX. Washington, D.C.: U.S. Department of Health, Education, and Welfare, Office of Education, 1977.

This booklet presents in plain language the student's rights and responsibilities regarding sex equity in schools as defined in Title IX. Although designed for junior and senior high students, it is valuable for anyone who wants to understand the requirements of this law.

Sargent, Alice G.

Beyond sex roles. St. Paul: West Publishing, 1977.

This book contains exercises and articles designed to stimulate readers to consider the impact sex role stereotypes have had upon their own professional development and relationships with other people.

Schulwitz, Bonnie Smith

Coping with sexism in reading materials. The Reading Teacher, 1976, 29 (May), 768-770.

This article presents tactics for teachers to utilize when reading materials available in their schools are sexist.

Shargel, Susan & Kane, Irene

We can change it! San Francisco: Change for Children (2588 Mission St., No. 226, San Francisco, CA 94110), 1974.

This is a packet of materials for parents and teachers of preschool and primary school age children. It includes bibliographic resources and a collection of 15 photographs showing women in nontraditional jobs.

Smith, Laveta & Johnson, Edward

Manual for recognizing sex bias in instructional materials and administration procedures. Available from EDRS, P.O. Box 190, Arlington, VA 22210.

This manual provides examples on how to examine instructional materials for sex bias and suggests steps to take to correct the problem of sexist treatment and ways to neutralize sexist materials.

Social Science Education Consortium, Inc.

Materials and human resources for teaching ethnic studies: An annotated bibliography. Boulder, Colorado: Social Science Consortium, Inc. Available from Soc. Sc. Con., Inc., 855 Broadway, Boulder, Colo. 80302. Publication # 184.

A selected annotated bibliography of over 1,000 materials for teaching ethnic studies.

Sprung, Barbara

Non-sexist education for young children. A practical guide. New York: Citation Press, 1975.

This is a practical guide for parents and other educators of preschoolers on how to avoid sexist language and behavior patterns and how to counteract sexual stereotypes presented elsewhere (T.V., books, etc.). It includes a bibliography of non-sexist children's books and other materials, such as block people, photographs, and puzzles, as well as a bibliography of adult readings.

Styer, Sandra

Biographical models for young feminists. Language Arts, 1978, 55 (2), 168-174.

This article suggests ways of studying women's biographies so that young girls are provided with appropriate role models.

Tyler, Karen & Nilsen, Alleen

Educational equity through school libraries. Developed under funding from the Women's Educational Equity Act Program, Office of Education, U.S. Department of Health, Education, and Welfare. Available from Education Development Center, Inc. 55 Chapel Street, Newton, Mass. 02160.

A set of materials designed to help in-service school librarians acquire attitudes and skills necessary for the promotion of educational equity through their professional activities in the schools.

Unger, Rhoda Kesler

Sex-role stereotypes revisited: Psychological approaches to women's studies. New York: Harper & Row, 1975.

This booklet discusses sex-role stereotypes and their impact upon male-female relationships. Particular emphasis is given to the psychological foundations of sex-role stereotyping and the effects on society which they have.

Weitzman, Lenore J. & Rizzo, Diane

Biased Textbooks: Images of males and females in elementary school textbooks in five subject areas: What you can do about biased textbooks. Washington, D.C.: National Foundation for the Improvement of Education, 1974.

This booklet discusses the prevalence of stereotyping in elementary texts and offers suggestions on how to cope with sexist teaching materials.